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**EXPLORING THE RELATIONSHIP BETWEEN EMOTIONAL  
INTELLIGENCE AND JOB STRESS AMONG TEACHERS IN PULAU PINANG.**



**MUHAMMAD SAFWAN MOHD YUSOF**

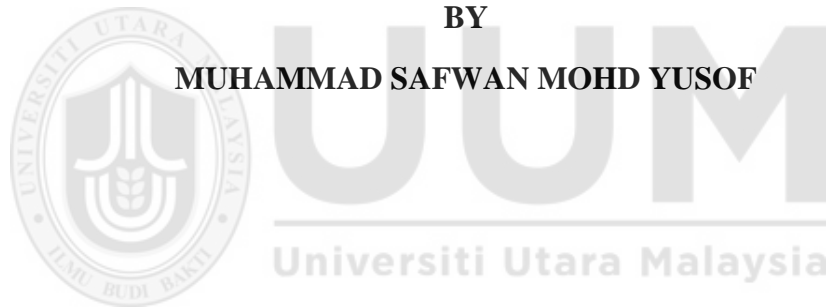
**UUM**  
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**EXPLORING THE RELATIONSHIP BETWEEN EMOTIONAL  
INTELLIGENCE AND JOB STRESS AMONG TEACHERS IN PULAU PINANG.**

**BY**

**MUHAMMAD SAFWAN MOHD YUSOF**



**Thesis Submitted to**

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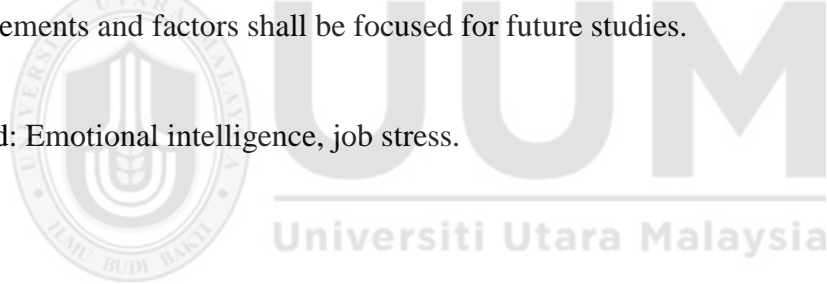
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## ABSTRACT

Education is one of the important industries in Malaysia but most of teachers from various countries experienced stress due to high amount of workload compared to other type of occupation. Less satisfaction is one of the effect as teachers experience high level of stress at workplace due to increase of workload and economic pressure as they need to fulfill academic needs for academic purpose. The purpose of this study is to examine the relationship between emotional intelligence and job stress among teachers in Pulau Pinang. The study employs Statistical Packages of Social Sciences (SPSS) version 23 to analyze data after the data collection process which emphasized on three sections which are emotional intelligence, job stress and demographic. The normality test was employed to determine normal distribution of the study and correlation was conducted to determine evaluate and analyze relationship between emotional intelligence and job stress. The results indicate positive and significant relationship between emotional intelligence and job stress. Discussion on the findings were discussed and supported by previous relevant studies to strengthen the results. The study contributed to the body of knowledge with findings on the relationship between emotional intelligence and job stress. Based on the findings, previous studies and recommendations for future studies discuss in this study to enlighten which elements and factors shall be focused for future studies.

Keyword: Emotional intelligence, job stress.



## ABSTRAK

Pendidikan adalah salah satu industri penting di Malaysia tetapi kebanyakan guru dari pelbagai negara mengalami tekanan kerja disebabkan oleh jumlah beban kerja yang tinggi berbanding pekerjaan lain. Kurangnya kepuasan kerja adalah salah satu kesan daripada tekanan kerja kerana guru mengalami tekanan yang tinggi di tempat kerja kerana peningkatan beban kerja dan tekanan ekonomi kerana mereka perlu memenuhi keperluan akademik. Tujuan kajian ini adalah untuk mengkaji hubungan antara kecerdasan emosi dan tekanan kerja dalam kalangan guru di Pulau Pinang. Kajian ini menggunakan *Statistical Package of Social Sciences (SPSS)* versi 23 untuk menganalisis data setelah proses pengumpulan data yang menekankan pada tiga bahagian iaitu kecerdasan emosi, tekanan kerja dan demografi. Ujian normaliti digunakan untuk menentukan taburan normal kajian dan korelasi dilaksanakan untuk menilai dan menganalisis hubungan antara kecerdasan emosi dan tekanan kerja. Hasil kajian menunjukkan hubungan positif dan signifikan antara kecerdasan emosi dan tekanan kerja. Hasil kajian telah dibincangkan dan disokong oleh kajian-kajian sebelumnya yang relevan untuk mengukuhkan hasil kajian. Kajian ini menyumbang kepada pengetahuan badan dengan penemuan mengenai hubungan antara kecerdasan emosi dan tekanan kerja. Berdasarkan penemuan tersebut, kajian dan cadangan terdahulu untuk kajian masa depan membincangkan dalam kajian ini untuk memberi penerangan mengenai elemen dan faktor mana yang akan difokuskan untuk kajian akan datang.

Kata kunci: Kecerdasan emosi, tekanan kerja.



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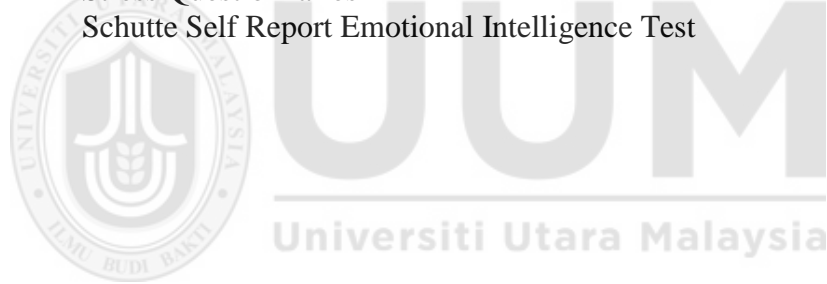
## LIST OF DIAGRAM

Diagram 3.1 *Research framework*



## LIST OF ABBREVIATION

APA	American Psychiatric Association (APA)
COPSOQ	Copenhagen Psychological Questionnaire
EC	Emotional Competencies
ECI	Emotional Competence Inventory
EI	Emotional Intelligence
EQ	Emotional Quotient
EQ-I	Emotional Quotient Inventory
JS	Job Stress
MEIS	Multifactor Emotional Intelligence Scale
MSCEIT	Mayer-Salovey-Caruso Emotional Intelligence Test
NHMS	National Health and Mobility Survey (NHMS)
NIOSH	National Institute of Occupational Health and Safety
OSI	Occupational Stress Index
PPD	Pejabat Pendidikan Daerah
SD	Standard Deviation
SPSS	Statistical Packages for Social Sciences
SQ	Stress Questionnaires
SSEIT	Schutte Self Report Emotional Intelligence Test



## **CHAPTER 1**

### **INTRODUCTION**

#### **1.0 Background of Study**

American Psychiatric Association (APA) (2014) defined stress as a state of a person feel worry and pressure by environment factors. Stress can affect individuals of all ages, gender, ethnicity and situations. It also can lead to both psychological and physical unhealthy disorder. In recent studies, stress and its impacts gained attentions in various organizations as it stress might affect performance of workers and organizational outcomes if continuously harm without prevention at workplace. Othman Essau (2019) revealed almost 29 percent of Malaysians suffered mental health because of anxiety and depression disorders compared to 12 percent in 2011.

AIA Vitality 2018 survey on Malaysia's Healthiest Workplace revealed that organizations loss of 73.10 days per employee because of presenteeism and absence which costs RM2.28 million per year. Over the years, Malaysian workers have also been increasingly affected by mental health problems that can lead to staff absences and turnover that have negative impacts on the company's performance and productivity. The result also highlighted on the growing incidence of workplace mental health problems with at least one dimension of work-related stress reported by 50.2 percent of staff. Work-related stress in teaching has been proven as stressful occupation in Malaysia and previous study by Kassim (2018), revealed compared to other job categories, the magnitude of stress appeared to be high among teachers in Malaysia.

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## APPENDIX

### APPENDIX A: QUESTIONNAIRE



DEAR MR/MRS/SIR/MADAM RESPECTED

#### QUESTIONNAIRE

This questionnaire is designed to collect data for the research entitled:

#### **EXPLORING THE RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENT AND JOB STRESS AMONG TEACHER IN PULAU PINANG.**

All information provided by you will be strictly CONFIDENTIAL. Furthermore, your responses will be aggregated with others for the purpose of analyzing and reporting results.

We would like to thank you for spending your time to fill up this questionnaire. Your participation will certainly make a significant contribution to our research and understanding of work behaviour in an academic setting. We hope that you will respond as honestly and sincerely to each question base on your true feeling and experiences.

This questionnaire consist three (3) section and will take 15-20 minutes of your precious time to complete. We appreciate your involvement in this survey. If you have a question or concerns, please see us or contact us. Thank you very much for your time and cooperation to complete this survey.

Thank you.

Sincerely from,

MUHAMMAD SAFWAN BIN MOHD YUSOF

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## SECTION A: EMOTIONAL INTELLIGENCE

Each of the following items asks you about your emotions or reactions associated with emotions. After deciding whether a statement is generally true for you, use the 5-point scale to respond to the statement. Please give the response that best describes you

Please circle your response on the scale 1 to 5.

1	2	3	4	5
Strongly disagree	Disagree	Neutral	Agree	Strongly Agree

1.	I can explain my action	1	2	3	4	5
2.	Other people don't see me as I see my self	1	2	3	4	5
3.	I understand the feedback that others give me	1	2	3	4	5
4.	I can describe accurately what i am feeling	1	2	3	4	5
5.	Things happen in my life make sense to me	1	2	3	4	5
6.	I can stay calm even in difficult circumstances	1	2	3	4	5
7.	I am prone to outbursts of anger	1	2	3	4	5
8.	I feel miserable	1	2	3	4	5
9.	I get irritated by things, other people or myself	1	2	3	4	5
10.	I get carried away and do things I regret	1	2	3	4	5
11.	I encounter difficult people	1	2	3	4	5
12.	I get on well with each of my work colleagues	1	2	3	4	5
13.	I find it easy to "read" other people's emotions	1	2	3	4	5
14.	It is unpredictable how my colleagues will feel in any given situation	1	2	3	4	5
15.	People choose to work with me in preference to equally-talented colleagues	1	2	3	4	5
16.	I encounter difficult people	1	2	3	4	5
17.	I feel comfortable talking to anyone	1	2	3	4	5
18.	I achieve win/win outcomes	1	2	3	4	5
19.	I feel uncomfortable when other people get emotional	1	2	3	4	5
20.	I suffer fools gladly	1	2	3	4	5

## SECTION B: JOBSTRESS

Each of the following items asks you about your job stress. After deciding whether a statement is generally true for you, use the 5-point scale to respond to the statement. Please give the response that best describes you.

Please circle your response on the scale 1 to 5.

1	2	3	4	5
Strongly disagree	Disagree	Natural	Agree	Strongly Agree

21	I have to do a lot of work in this job.	1	2	3	4	5
22	The available information relating to my job role and its outcomes are vague and insufficient	1	2	3	4	5
23	My different officer often given contradictory instruction regarding my works.	1	2	3	4	5
24	The responsibility for the efficiency and productivity of many employees is trust upon me.	1	2	3	4	5
25	Most of many suggestion are heeded and implemented here.	1	2	3	4	5
26	My decisions and instruction concerning distribution of assignments among employees are properly followed.	1	2	3	4	5
27	I have to work with person whom I like.	1	2	3	4	5
28	My assignment are of monotonous (no variety) nature.	1	2	3	4	5
29	Higher authority do care for myself respect.	1	2	3	4	5
30	I get less salary in comparison to the quantum of my labour/work.	1	2	3	4	5
31	I do my work under tense circumstances.	1	2	3	4	5
32	Owing to the excessive workload I have to manage with insufficient number of employees and resources	1	2	3	4	5
33	The objective of my work role are quite clear and adequate planned.	1	2	3	4	5
34	Officials do not interfere with my jurisdiction and working methods.	1	2	3	4	5
35	I have to do some work unwillingly owing to certain group/political pressure.	1	2	3	4	5
36	I am responsible for the future of a number of employees.	1	2	3	4	5
37	My cooperation is frequently sought in solving the administrative or industrial problem at higher level.	1	2	3	4	5
38	My suggestion regarding the training programmes of the employee are given due significance.	1	2	3	4	5

39	Some of my colleagues and subordinates try to defame and malign me as unsuccessful.	1	2	3	4	5
40	I get amply opportunity to utilize me abilities and experience independently.	1	2	3	4	5
41	This job has enhanced my social status.	1	2	3	4	5
42	I seldom rewarded for my hard work/labour and efficient performance.	1	2	3	4	5
43	Some of my assignments are quite risky and complicated.	1	2	3	4	5
44	I have to dispose of my work hurriedly owing to excessive workload.	1	2	3	4	5
45	I am unable to perform my duties smoothly owing to uncertainty and ambiguity of the scope of my jurisdiction and authorities.	1	2	3	4	5
46	I am not provided with clear instruction and sufficient facilities regarding the new assignment trusted to me.	1	2	3	4	5
47	I am not provided with clear instruction and sufficient facilities regarding the new assignment trusted to me.	1	2	3	4	5
48	In order to maintain group conformity sometimes I have to produce more than the usual.	1	2	3	4	5
49	I have the great responsibilities for the progress and prosperity of this organization.	1	2	3	4	5
50	My opinion are sought in framing important policies of the organization/department.	1	2	3	4	5
51	Our interest and opinions are duly considered in making appointment for important post.	1	2	3	4	5
52	At the place where I work; my opinion seems to be count.	1	2	3	4	5
53	My colleagues do cooperate with me voluntarily in solving administrative and important post.	1	2	3	4	5
54	I get ample opportunity to develop my attitude and proficiency properly.	1	2	3	4	5
55	My higher authorities do not give due significant to my post and work.	1	2	3	4	5
56	I often feel that this job has made my life cumbersome (ungraceful)	1	2	3	4	5
57	Being too busy with official work, I am not able to develop sufficient time to my domestic and personal problem.	1	2	3	4	5
58	It is not clear that what types of work behavior my higher authorities and colleagues expert from me.	1	2	3	4	5

59	Employee attach due important to the official instruction and formal working procedures.	1	2	3	4	5
60	I am compelled to violet the formal and administrative procedures and policies owing to group/political pressures.	1	2	3	4	5
61	My opinion is sought in changing or modifying the working system, instrument conditions.	1	2	3	4	5
62	There exists sufficient mutual co-operation and team spirit among the employees of the organization/department.	1	2	3	4	5
63	My suggestion and co-operation are not sought in solving even those problem for which I am quite competent.	1	2	3	4	5
64	Working condition are satisfactory here from the point of view of our welfare and convenience.	1	2	3	4	5
65	I have to do such work as ought to be done by other	1	2	3	4	5
66	It becomes difficult to implement all of sudden the new dealing procedure and policies in place of those already in practice.	1	2	3	4	5



## SECTION C: DEMOGRAPHY INFORMATION

67. Gender

☐ Male ☐ Female

68. Age

☐ 20 - 29 years ☐ 30 - 39 years ☐ 40 - 49 years  
☐ 50 and above

69. Marital Status

☐ Married ☐ Single ☐ Divorce

70. Teaching Subject

☐ Science ☐ Social Sciences

71. Length of Services

☐ 1 to 5 years ☐ 6 to 10 years ☐ 11 to 15 years

☐ More than 15 years